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THE POSSIBILITIES OF MOBILE LEARNING BY TEACHING GERMAN TO PRIMARY SCHOOL STUDENTS IN THE SYSTEM OF ADDITIONAL EDUCATION

Abstract: The article is devoted to a question of lexical skills formation at primary school by training German by the use of distance (mobile) learning in the system of additional education. It is noted that integrative purpose of learning German in primary school is formation of elementary foreign language communicative competence that means formation of communicative behavior skills, speech etiquette. The importance and impact of game activity as one of the ways of younger school students' training motivation is specified when studying new lexical material at German lessons. The possibility of potential use of multimedia and digital technologies is revealed for increase in learning efficiency at primary school. The use of mobile applications in the educational sphere has an educational function, facilitating educational process, doing it more fascinating, interesting and effective. It is proved that the use of game mobile applications at German lessons in institutions of additional education promotes reduction of time for studying new vocabulary, allows to solve a problem of insufficient differentiation of training, teaches students to work independently with new lexical material. Introduction of mobile applications in learning German through gamification of education promotes not only to increase pupils' interest and motivation, but also to favor the development of primary school student's creative thinking.

Keywords: additional education, foreign language, primary school students, the distance and combined training, mobile application, gamification in education.

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ВОЗМОЖНОСТИ МОБИЛЬНОГО ОБУЧЕНИЯ ПРИ ПРЕПОДАВАНИИ НЕМЕЦКОГО ЯЗЫКА МЛАДШИМ ШКОЛЬНИКАМ В СИСТЕМЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ

Аннотация: Статья посвящена вопросу формирования лексических навыков младших школьников при обучении немецкому языку посредством дистанционного (мобильного) обучения в системе дополнительного образования. Отмечено, что интегративной целью обучения немецкому языку в начальных классах становится формирование элементарной иноязычной коммуникативной компетенции, что подразумевает формирование навыков коммуникативного поведения, речевого этикета. Уточняется важность и влияние игровой деятельности как одного из способов обучения на мотивацию младших школьников при изучении нового лексического материала на уроках немецкого языка. Раскрывается возможность потенциального применения мультимедийных и цифровых технологий для повышения эффективности обучения в младшей школе. Использование мобильных приложений в образовательной сфере носит обучающий характер, облегчая учебный процесс, делая его более увлекательным, интересным и эффективным. Доказывается, что применение игровых мобильных приложений на уроках немецкого языка в учреждениях дополнительного образования способствует сокращению времени на изучение новой лексики, позволяет решить проблему недостаточной дифференцированности обучения, учит самостоятельно работать обучающихся с новым лексическим материалом. Внедрение мобильных приложений в обучение немецкому языку через геймификацию образования способствует не только повышению заинтересованности и мотивации учащихся, но и благоприятствуют развитию творческого мышления, креативности младшего школьника.

Ключевые слова: дополнительное образование, иностранный язык, младшие школьники, дистанционное и комбинированное обучение, мобильное приложение, геймификация образования.

The psychological nature of the coherent speech at primary school age providing the detailed, logical, consecutive and figurative statement of any content, a problem of its formation and development were considered in Russian scientists' numerous researches (L.S. Vygotsky, N.I. Zhinkin, I.A. Zimnyaya, A.A. Leontyev, A.M. Leushina, A.K. Markova, S.L. Rubenstein, A.G. Ruzskaya, F.A. Sokhin, D.B. Elkonin, etc.). At primary school age the main characteristics of informative processes are fixed and develop. There is perception, attention, memory, imagination, thinking and speech. Primary school students are able to use various syntactic constructions which mastered, copying as an example, the speech of adults or the book text. In children's oral speech simple sentences prevail, in the speech of first graders compound sentences are observed up to 10%, to the third class they are 25-35%.

The German language is one of the important subjects in the system of learning modern primary school students in the conditions of the multicultural and multilingual world. Along with other foreign languages, Russian and Literary reading, German is among subjects of a philological cycle and it forms the school student's communicative culture, contributes to his/her general speech development, expansion of an outlook and education. German working programs for primary school allocate several important problems of training [The working program for German for the 2nd class 2010: 4]:

- formation of language understanding as means of communication allowing to try to obtain mutual understanding with people;
- ensuring communicative and psychological adaptation of primary school students to the new language world;
- development of the primary school student's personal qualities, attention, thinking, memory and imagination;
- introduction to new social experience due to playing of various roles in the game situations typical for family, household, educational communication.

Integrative purpose of learning German in primary classes becomes the formation of elementary foreign-language communicative competence of the main types of speech activity: listening, speaking, reading and

writing. In the conditions of modern education, the issues of intercultural communication development within learning German are relevant. The concept «intercultural communication» of primary school age means formation of skills of communicative behavior, knowledge of rules and traditions (ability to greet, to say goodbye, to thank), i.e. speech etiquette [5]. In this regard normative documents of primary education provide for primary school students' speech competence in speaking conducting elementary etiquette dialogue in typical situations of communication with the use of the studied lexical cliches (question and answer and/or dialogue – motivation to action) (The information and methodical center. Educational standards: <http>).

All psychophysiological processes, happening in the child's organism, by the end of primary school age, according to L.S. Vygotsky, from «natural» have to become «cultural», i.e. turn into the highest mental functions which are connected with the speech, arbitrary and discursive [2]. This is facilitated by the main activities which mostly the child of this age is doing in school and at home: learning, communication, work and game. Process of appearance and use of a game allows to speak about its value for children's development and self-realization. Game is the primary spontaneous school presenting to the child access to traditions of people's behavior [2]. Let's remind that introduction to new social experience happens also due to playing of various roles in game situations.

The primary school student's motivational sphere is many-sided and means informative, social motives and the need for «positive» communication. At this age it is still difficult to estimate the true value of knowledge and skills for further activity of the personality. Therefore, the task of the teacher consists in constant motivation of the primary school student, expansion of his/her outlook, vocabulary, development of the competent speech. Therefore, in primary school age by learning foreign language (in our case – German) it is necessary to give preference to those ways of training which have the developing potential. One of such ways is game activity.

We think that by teaching German to primary school students in the system of additional education it is necessary to consider the potential of mobile learning. The uniqueness of mobile learning in comparison with traditional and modern methods is that students first of all are not tied to certain time and the place, having access to a training material at any convenient time [6].

Due to the fact that today the advantage of multimedia and digital technologies in increase of learning efficiency of a foreign language is accepted by most of researchers-methodologists, introduction of mobile learning will help to solve several problems in the sphere of teaching German in institutions of additional education, in particular: the reduction of time lag between the acquaintance with new lexical units from pupils and control results of training from the teacher; the solution of the problem of insufficient differentiation of learning; the accounting of specific features of pupils when studying vocabulary; the establishing process of purposeful training of pupils in methods of independent work during the work with new lexical material [3].

Multimedia and digital resources, including mobile, give pupils access to the accumulated knowledge which is presented in a wide range of formats. Today the fact that figurative information is acquired better, than text, and in this regard multimedia resources have huge potential is unquestionable. Combining text with verbal and graphic information, dynamics and sound, such resources do process of learning more effective due to impact on several channels of perception at the same time, and the results of training are stronger [1].

Today mobile applications are used in all fields of activity: culture, communication, transport, entertainment, finance, sport. In the educational sphere they have the training character, not only facilitating educational process, but also doing it for users more fascinating, interesting and effective. Introduction of mobile applications in the German language teaching is possible by gamification, i.e. using games technology and thinking in non-game context for the purpose of increasing pupils' interest and motivation in the course of training [7]. Game activity will allow to support the aspiration of primary age students to become more adult, will help to assign some responsibility to the pupil, doing growing process notable for the child [4].

In additional education institutions, it is possible to solve similar problems successfully with the help of game mobile applications at German lessons. In this way, potential opportunities of mobile learning can compensate in terms of a technique some complexity of learning German at such age category as primary school students. Creation of similar models of learning German favors primary school student's creative thinking development.

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